



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Lebanon School

SAU: RSU 60 / MSAD 60

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2010-2011 NCLB Report Card



School: Lebanon School
SAU: RSU 60 / MSAD 60
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	84	83	99	73	69	65	1	72	24	2	83	0
	2009-2010	82	77	94	81	78	73	13	68	12	8	77	0
Female	2008-2009	37	37	100	73	71	70	3	70	27	0		
	2009-2010	37	35	95	86	82	76	11	74	11	3		
Male	2008-2009	47	46	98	74	68	60	0	74	22	4		
	2009-2010	45	42	93	76	74	69	14	62	12	12		
Caucasian/White	2008-2009	83	82	99	73	69	66	1	72	24	2		
	2009-2010	78	74	95	81	78	74	14	68	12	7		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	2	1	50			58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	37	37	100	65	62	53	0	65	32	3		
	2009-2010	39	36	92	78	69	62	11	67	6	17		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	64	47	36	0	64	36	0		
	2009-2010	18	15	83	47	40	38	0	47	27	27		
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	4	3	75			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Lebanon School
SAU: RSU 60 / MSAD 60
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	73	72	99	75	72	71	1	74	21	4	72	0
	2009-2010	83	83	100	81	73	67	16	65	13	6	83	0
Female	2008-2009	32	31	97	71	75	75	0	71	19	10		
	2009-2010	35	35	100	77	73	71	14	63	14	9		
Male	2008-2009	41	41	100	78	70	67	2	76	22	0		
	2009-2010	48	48	100	83	73	63	17	67	13	4		
Caucasian/White	2008-2009	70	69	99	77	72	71	1	75	22	1		
	2009-2010	82	82	100	80	73	68	16	65	13	6		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	32	31	97	74	69	60	0	74	23	3		
	2009-2010	42	42	100	69	63	56	14	55	19	12		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	69	48	43	0	69	31	0		
	2009-2010	14	14	100	64	48	34	7	57	21	14		
Limited English Proficient	2008-2009	2	2	100			47						
	2009-2010	1	1	100			46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Lebanon School
SAU: RSU 60 / MSAD 60
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	83	83	100	60	64	67	4	57	34	6	82	1
	2009-2010	69	69	100	72	72	72	10	62	23	4	69	0
Female	2008-2009	43	43	100	63	67	70	7	56	33	5		
	2009-2010	30	30	100	83	78	78	13	70	17	0		
Male	2008-2009	40	40	100	58	60	64	0	58	35	8		
	2009-2010	39	39	100	64	67	67	8	56	28	8		
Caucasian/White	2008-2009	79	79	100	59	65	67	4	56	34	6		
	2009-2010	67	67	100	75	72	73	10	64	21	4		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	0	0				57						
Hispanic	2008-2009	1	1	100		40	56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	43	43	100	49	51	53	5	44	42	9		
	2009-2010	33	33	100	70	63	62	6	64	24	6		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	28	27	31	0	28	56	17		
	2009-2010	12	12	100	42	36	36	0	42	33	25		
Limited English Proficient	2008-2009	3	3	100			39						
	2009-2010	2	2	100			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Lebanon School
SAU: RSU 60 / MSAD 60
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	84	83	99	87	81	70	28	59	11	2	83	0
	2009-2010	82	77	94	82	76	62	23	58	12	6	77	0
Female	2008-2009	37	37	100	84	79	68	16	68	14	3		
	2009-2010	37	35	95	77	74	61	23	54	14	9		
Male	2008-2009	47	46	98	89	83	71	37	52	9	2		
	2009-2010	45	42	93	86	79	63	24	62	10	5		
Caucasian/White	2008-2009	83	82	99	87	81	71	28	59	11	2		
	2009-2010	78	74	95	82	76	63	24	58	12	5		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	2	1	50			52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	37	37	100	76	70	58	19	57	19	5		
	2009-2010	39	36	92	78	71	50	17	61	8	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	91	63	46	27	64	9	0		
	2009-2010	18	15	83	53	47	33	7	47	27	20		
Limited English Proficient	2008-2009	1	1	100			46						
	2009-2010	4	3	75			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	73	72	99	74	73	66	26	47	24	3	72	0
	2009-2010	83	83	100	78	70	62	18	60	17	5	83	0
Female	2008-2009	32	31	97	65	72	66	16	48	35	0		
	2009-2010	35	35	100	77	69	62	14	63	14	9		
Male	2008-2009	41	41	100	80	73	67	34	46	15	5		
	2009-2010	48	48	100	79	71	63	21	58	19	2		
Caucasian/White	2008-2009	70	69	99	75	73	67	28	48	22	3		
	2009-2010	82	82	100	78	71	63	18	60	17	5		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	2	2	100			61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	32	31	97	71	71	54	29	42	29	0		
	2009-2010	42	42	100	71	62	50	10	62	21	7		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	77	53	41	8	69	15	8		
	2009-2010	14	14	100	57	45	36	7	50	36	7		
Limited English Proficient	2008-2009	2	2	100			43						
	2009-2010	1	1	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Lebanon School
SAU: RSU 60 / MSAD 60
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	83	83	100	70	71	66	17	53	22	8	82	1
	2009-2010	69	68	99	75	73	64	21	54	16	9	68	0
Female	2008-2009	43	43	100	60	66	65	14	47	30	9		
	2009-2010	30	29	97	66	73	64	14	52	21	14		
Male	2008-2009	40	40	100	80	75	66	20	60	13	8		
	2009-2010	39	39	100	82	74	64	26	56	13	5		
Caucasian/White	2008-2009	79	79	100	70	72	67	16	53	22	9		
	2009-2010	67	66	99	76	73	65	21	55	15	9		
African American/Black	2008-2009	1	1	100			43						
	2009-2010	0	0				37						
Hispanic	2008-2009	1	1	100		60	52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	2	2	100			69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	43	43	100	56	59	53	12	44	33	12		
	2009-2010	33	32	97	66	67	51	25	41	25	9		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	44	46	38	6	39	22	33		
	2009-2010	12	12	100	58	36	34	0	58	25	17		
Limited English Proficient	2008-2009	3	3	100			40						
	2009-2010	2	2	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Lebanon School
SAU:	RSU 60 / MSAD 60
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	99 99	99 99	75	75 65	71 69	97	98 99	99 99	77	74 65	63 61	95	93	95
Caucasian/White	98	99 99	99 99	76	75 65	71 69	98	99 99	99 99	77	74 65	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	97	99 99	99 99	65	66 51	60 56	97	98 99	99 99	68	67 54	50 47			
Students with Disabilities	93	94 96	97 98	49	43 24	36 28	93	94 96	97 98	55	47 24	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Lebanon School
SAU: RSU 60 / MSAD 60



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	23	4	11	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.25

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>